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ABSTRACT

This booklet is part of the Management for Effective Teaching (MET) support kit, a pilot project designed by the Fairfax County (Virginia) Public Schools to assist elementary school teachers in planning, managing, and implementing the county's Program of Studies (POS). The major purpose of the correlation charts contained in this document is to show the relationship between POS reading objectives and the Houghton Mifflin Reading Series. The correlations are designed to help teachers participating in the pilot project determine appropriate reading skills objectives for first through sixth grade students. Correlations are shown when there is a clear, direct relationship between POS objectives and Houghton Mifflin skills. For each grade level, the types of skill instruction are indicated as: (1) "Major Teaching Lesson," comprising a complete teaching cycle; (2) "Applications and Maintenance" of basic reading skills through teacher-directed activities; or (3) "Limited Instruction." Charts for each grade level specify the topics of POS objectives, the Houghton Mifflin skills, and the references to Houghton Mifflin materials. (FG)

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ED220408

READING

Correlation of Program of Studies Reading Objectives with Houghton Mifflin Reading Series

MET A TITLE IV-C PROJECT

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instruction • Office of Elementary Education

1982

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SP 020 474

MET

Management for Effective Teaching

We are happy to present the Project MET materials to you. As you know, these materials are copies of the original contents of the Management Support Kit. They are designed to assist teachers, streamline organization, and support current management efforts.

We hope that you find them useful. Should additional assistance be required, please feel free to contact us at Masonville.

Project MET Staff
Pat Harbour, Director

Office of Elementary Education
Department of Instructional Services
Fairfax County Public Schools • Fairfax, Virginia

Management for Effective Teaching

MANAGEMENT SUPPORT KIT

Introduction

Project MET, Management for Effective Teaching, is a federally funded developmental project which will be piloted, with materials field-tested, in Fairfax County Public Schools, during the school year 1982-83. Materials and procedures have been developed to assist with the management of planning, teaching, and record keeping. MET products contained in the Management Support Kit are designed to aid teachers in the effective utilization of time, space, and materials in organizing and planning for instruction. Approximately 400 elementary teachers throughout the school system will use the products from the kit.

The teacher is a manager who plans, coordinates, and directs the classroom, an organizational unit of the school, and thus:

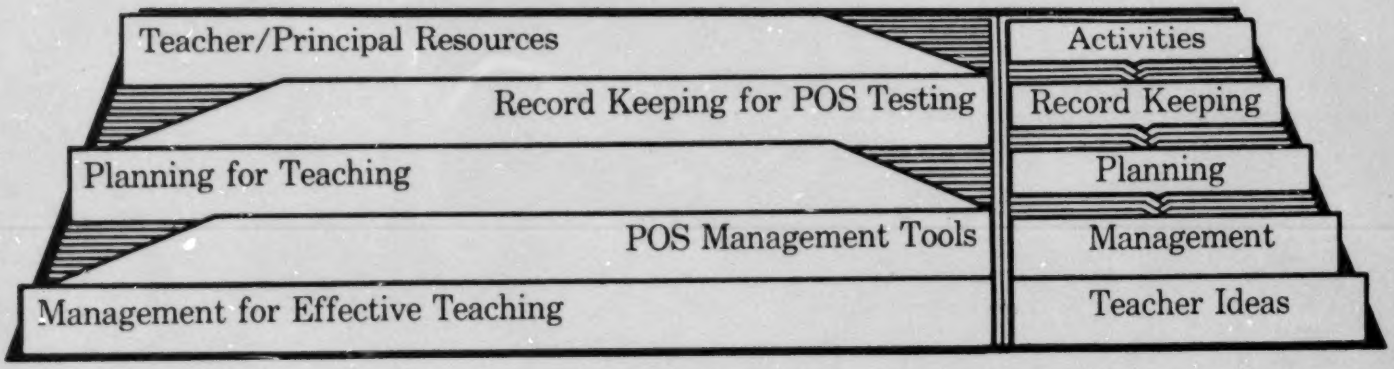
- sets goals and objectives
- ensures that appropriate knowledge and skill mastery levels are attained among students
- creates an environment conducive to the development of positive attitudes toward self and others
- teaches and reinforces positive individual and group behavior
- motivates students to achieve individual and group goals (cognitive, physical, and socio-emotional)
- manages the instructional materials, classroom space, and human resources for a quality learning environment

Research suggests that effective managment in teaching enhances the instructional program and ultimately may improve student achievement. The purpose of Project MET is to provide an opportunity for teachers to determine the extent to which this is true. Teachers will field-test the procedures, process models, and materials contained in the Management Support Kit.

During the 1982-83 school year, teachers will be asked to respond to a survey that assesses the contents of the kit. The survey will allow teachers to determine the utility and validity of the products. The participation and cooperation of each teacher using the kit and responding to the survey will be important to instructional management in Fairfax County Public Schools. Since the project is a pilot program, the results reported by teachers who have used the MET materials may have implications for instructional management throughout the state of Virginia. The time and energy of each participant will be greatly valued and appreciated.

MET

Management for Effective Teaching (MET) is a pilot project funded under Title IV-C of the Elementary and Secondary Education Act. The project was planned and implemented to answer the need expressed by teachers, principals and other educational personnel for resources to manage more effectively the Fairfax County Public Schools' Program of Studies.



What MET Is...

It is a management support kit of resources, materials and information designed to assist classroom teachers (K-6) in planning, managing and implementing the Fairfax County Public Schools' Program of Studies.

Approximately four hundred Fairfax County Public School teachers will field test and assess the products during the 1982-83 school year. The results from field testing the Management Support Kit will contribute to ideas for the development of a divisionwide instructional management system.

What MET Includes...

- a coding system for the mathematics Program of Studies
- a planning process for the first nine weeks of school, and daily/weekly and long-range models
- a record keeping system for the mathematics Program of Studies and accessment resources (Program of Studies tests) for managing the diagnostic prescriptive teaching process
- a chart which identifies and matches the Program of Studies items with specific mathematics skills
- a sample letter to parents to convey purposes of the Program of Studies testing and the manner in which to interpret test results
- a teacher plan book designed, piloted and revised by teachers
- a set of supplementary and adaptable teaching ideas
- a principal's checklist for opening and closing school

How MET Works...

It incorporates good management practice into the instructional program.

It organizes teaching strategies.

It coordinates teaching materials and diagnostic resources with the Program of Studies.

For Additional Information about Project MET
(Management for Effective Teaching), contact:

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Department of Instructional Services
3705 Crest Avenue
Annandale, VA 22003

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PURPOSE

The major purpose of the correlation chart is to show the relationship between Program of Studies reading objectives and the Houghton Mifflin reading program.

The correlations will help teachers determine those objectives for which supplementary instruction should be provided for all or most students.

Correlations are shown only when there is a clear, direct relationship between Program of Studies objectives and Houghton Mifflin skills at designated instructional levels. For each correlation the chart gives information about the Houghton Mifflin reading program such as skill numbers, skill topics, activity numbers, and types of skill instruction.

When Houghton Mifflin skills are somewhat but not directly related to POS objectives, the notation "Related Skills" and/or "Related Skill Area" is given.

Note: In preparing this chart some errors were found in the scope and sequence charts located in teacher's guides. It is suggested that the Houghton Mifflin scope and sequence booklet be used instead of the guides.

HOW TO READ THE CHART

Locate the POS level and read the chart from left to right as follows:

1. In the column "Topics of POS Objectives," locate the POS objective desired.

2. In the next column, "Houghton Mifflin Skills," locate the corresponding Houghton Mifflin skill information—skill number, skill topic, and/or "Ready Steps" skill area.

3. In the remaining columns, "Houghton Mifflin References/Types of Instruction," locate the Houghton Mifflin level and skill instruction information.

   - Activity numbers are given for "Ready Steps."
   - Abbreviations are given to show the types of skill instruction provided at Houghton Mifflin levels A-I (see key). A full explanation of the key is found on the following page.
   - Letters representing letter-sound associations are given as additional information for certain word recognition skills at levels A-I.

4. If a space corresponding to the POS objective is blank, this means there are no specific Houghton Mifflin instructional activities which meet the POS objective at that level.

KEY TO HOUGHTON MIFFLIN
SKILL INSTRUCTION INFORMATION

In the column "Houghton Mifflin References/Types of Instruction" abbreviations are used as follows to indicate the types of skill instruction provided.

MTL - Major Teaching Lesson indicates a complete skill instruction cycle which includes the following: teaching of basic skills, practice book exercises, and assessment(s). Reteaching lessons as well as pre- and post-assessments also are included at certain levels.

AM - Application and Maintenance of basic reading skills are provided through teacher-directed activities only. AM activities are found in the section of the teacher's guide entitled "Application of Basic Reading Skills."

Note: Some application and maintenance activities closely follow a major teaching lesson (MTL) and provide for applications of the new skill. Other application and maintenance activities are designed to maintain skills taught earlier within the same level or taught within previous levels of the program.

LI - Limited Instruction for a particular skill indicates either the use of the practice book only or the teaching of application and maintenance (AM) activities prior to the initial major teaching lesson (MTL).

The following key to the above information is provided on each page of the chart.

KEY: MTL = Major Teaching Lesson
AM = Application and Maintenance
LI = Limited Instruction

Readiness for Reading and Writing Skills - Kindergarten

KEY: MTL = Major Teaching Lesson
AM = Application and Maintenance
LI = Limited Instruction
RTN = Reassessment Test Number

TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		
		Ready Steps	Level A	RTN
Visual discrimination - likenesses and differences				
Pictures	Related skill area: Categorizing			
Geometric figures				
Line drawings				
Upper case letters	Letter Form Discrimination			
Lower case letters	Letter Form Discrimination			
Words				
Knowledge of the alphabet				
Alphabet in sequence				
Upper and lower case letters - naming and identifying	112a Letter names for consonants		MTL-Dd, Ff, Gg, Mm: 16-19; Bb, Ss, Tt, Ww: 62-65; Cc, Jj, Kk, Nn, Pp, Zz: 104-107; Hh, Ll, Qq, Rr, Vv, Xx, Yy: 178-181; Ch, ch, Sh, sh, Th, th, Wh, wh: 252-255	
Upper and lower case letters - matching	113a Letter names for vowels		MTL-Ii, Oo: 16-19; Aa, Ee: 62-65; Uu: 104-107	
Auditory discrimination				
Identification of familiar sounds				
Rhyming words, rhyme completion				

KEY: MTL = Major Teaching Lesson
AM = Application and Maintenance
LI = Limited Instruction
RTN = Reassessment Test Number

Readiness for Reading and Writing Skills - Kindergarten

TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		
		Ready Steps	Level A	RTN
Beginning sounds - discrimination of same/different sounds in words presented orally	Auditory Discrimination 112aa Initial consonant sounds - auditory matching		MTL-/f/: 20-23; /d/: 24-25; /m/: 34-35; /g/: 36-37; /b/: 66-67; /s/: 68-69; /z/: 76-77; /w/: 78-79; /n/: 108-109; /p/: 110-111; /c/, /k/: 120-121; /j/: 122-123; /h/: 182-183; /l/: 184-185; /r/: 192-193; /v/: 194-195; /y/: 196-197; /sh/: 256-257; /wh/: 258-259; /th/: 266-267; /ch/: 258-269	
Beginning sounds - naming word with same beginning sound as key word	112b Initial consonants - association of letter and sound		MTL-/b/: 70-72, 74-75, 84-85, 86-87, 116-117; /c/: 124-127, 130-131, 132-133, 190-191; /d/: 30-31, 32-33, 42-43, 86-87, /f/: 26-29, 32-33, 42-43, 74-75; /g/: 40-41, 42-43, 86-87; /h/: 186-187, 190-191, 204-205; /j/: 128-129, 130-131, 132-133, 190-191; /k/: 124-127, 130-131, 132-133; /l/: 188-189, 190-191, 204-205; /m/: 38-39, 42-43, 86-87; /n/: 112-113, 116-117, 118-119, 130-131, 132-133; /p/: 114-115, 116-117, 118-119, 130-131, 132-133; /r/: 198-199, 204-205; /s/: 72-73, 74-75, 84-85, 86-87, 116-117; /t/: 80-81, 84-85, 118-119; /v/: 200-201, 204-205; /w/: 82-83, 84-85, 118-119; /y/: 202-203, 204-205	

KEY: MTL = Major Teaching Lesson
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Readiness for Reading and Writing Skills - Kindergarten

TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		
		Ready Steps	Level A	RTN
Beginning sounds - naming word with same beginning sound as given consonant letter	112b Initial consonants - association of letter and sound 115a Context and consonant-sound associations for decoding 212 Spoken context and letter-sound association		MTL-48-51, 90-91, 92-93, 136-137, 138-139, 212-215, 216-217, 280-281, 282-283 MTL-44-47, 88-89, 134-135, 146-149, 152-155, MTL-206-207, 276-277	
Initial consonant letter-sound identification in words presented orally				
Written language concepts				
Concept of letter	Related skill area: Letter Form Discrimination			
Concept of word				
Top-bottom, left-right orientation				
Concept of letter sequence to form words				
Picture interpretation				
Description, discussion	Listening Comprehension Oral Language Development Related skill area: Sequencing			

KEY: MTL = Major Teaching Lesson
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Readiness for Reading and Writing Skills - Kindergarten

TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		
		Ready Steps	Level A	RTN
Picture interpretation (cont.)				
Story telling about a picture	Sequencing Oral Language Development Related skill area: Listening Comprehension			
Main idea identification by selection of a picture				
Title or name for picture or story	Sequencing			
Sequence - set of three or four pictures to illustrate a story heard	Sequencing Related skill area: Listening Comprehension			
Sequence - set of three or more pictures to tell own story	Sequencing			

Beginning Reading - Kindergarten

KEY: MTL = Major Teaching Lesson
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RTN = Reassessment Test Number

TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		
		Ready Steps	Level A	RTN
Identification of own name in print				
Word reading - labels, signs in environment*				
Repetitive jingle or rhyme reading**				
Written labels - matching with pictures, objects				
Selecting and looking at books				

* The child is attending to print, but not necessarily reading words in the usual sense.
** The child is practicing the usual behavior of reading, that is, following the left-right, top-bottom orientation and probably identifying some words though not usually all.

Oral Language (Related Area) - Kindergarten

KEY: MTL = Major Teaching Lesson
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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		
		Ready Steps	Level A	RTN
Listening and Speaking (Listening)				
Stories	Listening Comprehension			
Directions and announcements				
Experiences told by other children	Related skill areas: Listening Comprehension; Oral Language Development			
Oral directions (one-two-or three step for movement activity)	Following Oral Directions			
Oral directions (one-step for paper and pencil activity)	Following Oral Directions			
Oral sentence completion	111 Spoken context as clue to missing word Using Oral Context		MTL - 2-5, 6-7, 8-9, 10-11	
(Speaking)				
Complete sentences	Oral Language Development			
Expression of needs and ideas				
Description of personal experience	Listening Comprehension Oral Language Development			
Topic relevance				
Conversation - taking turns	Oral Language Development			

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Oral Language (Related Area) - Kindergarten

KEY: MTL = Major Teaching Lesson
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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		
		Ready Steps	Level A	RTN
Story retelling	Listening Comprehension Related skill area: Oral Language Development			
Recall story details	Listening Comprehension			
Personal experiences related to stories	Listening Comprehension			
Prediction of outcomes	Listening Comprehension			
Vocabulary development Space	Instructional Language			
Size and volume				
Quantity				
Color	Related skill area: Instructional Language			
Weight				
Shape				
Temperature				

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Oral Language (Related Area) - Kindergarten

KEY: MTL = Major Teaching Lesson
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RTN = Reassessment Test Number

TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		
		Ready Steps	Level A	RTN
Sounds				
Dimension				
Comparison	Instructional Language			
Taste				
Texture and composition				
Order	Instructional Language			
Time				
Object description stating three or more characteristics				

Literature and Dramatic Arts (Related Area) - Kindergarten

KEY: MTL = Major Teaching Lesson
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LI = Limited Instruction
RTN = Reassessment Test Number

TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		
		Ready Steps	Level A	RTN
Stories Concept of title and author				
Listening, discussing - stories and poems	Listening Comprehension			
Telling own feelings about a story	Related skill area: Listening Comprehension			
Story retelling	Listening Comprehension Related skill area: Oral Language Development			
Poems Repetition of familiar nursery rhymes				
Completion of familiar poems by supplying words, phrases				
Plays Fingerplays				
Informal dramatizations with puppets	Oral Language Development			
Role Playing - familiar people	Oral Language Development			

Study Skills* (Related Area) ~ Kindergarten

KEY: MTL = Major Teaching Lesson
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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		
		Ready Steps	Level A	RTN
Grouping and classification of objects and pictures	Categorizing			
Location of classroom story books, supplies				
Identification of place to begin reading within a book	Sequencing Oral Language Development			
Location of easy book section in library				
Care of books and materials				

*Not all study skills objectives are listed here

Comprehension - Grade 1

KEY: MTL = Major Teaching Lesson
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RTN = Reassessment Test Number

TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTION								
		LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	RTN B	RTN C	RTN D	RTN E
Details in story retelling										
Sequence of events in story retelling										
Details through oral, written questions	214 Details		MTL 240-241, 242-243, 259, 283-284, 303-304	MTL 221-222, 225, 236	65, 172, 258, 336-337; PB	MTL 11-12, 16-17, 33-34, 96, 155, 218, 295, 346	21			21
Sequence of events through oral, written questions	215a Sequence - order of events		MTL 55-56, 58-59, 72-73, 112, 174	MTL 85-86, 89, 111, 224	MTL 282, 286-287, 324-325, 364	48-49, 113-114, 171-172, 232, MTL 275-276, 279-280, 311, 368				
Prediction of outcomes										
Cause and effect relationships in pictures	Related skill: 211 Interpretation of pictures									
Conclusions, inferences	221 Conclusions, inferences		MTL 192-193, 195, 212, 221, 267	47-48, 147, 277; PB	MTL 22-23, 26-27, 85-86, 286	15, 78, 143, 205, MTL 228-229, 232, 263, 328	18		2	

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Comprehension - Grade 1

KEY: MTL = Major Teaching Lesson
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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTION								
		LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	RTN			
							B	C	D	E
Information location by scanning										
Oral directions for reading assignments	213 Directions					MTL 244-245, 248-249, 278, 279, 355				
Written directions (one-and two-step)	213 Directions					MTL 244-245, 248-249, 278, 279, 355				
Punctuation marks to aid comprehension	216 Punctuation marks as aids in getting meaning					R 22-27; 40-44				
Pronoun referents	218a Pronoun referents		MTL 110-111, 112-113, 124,	64-65, 169	51,149-150	64, 129, 185, 247; TB				
Selection of books at own reading level										
Oral reading for enjoyment										

Word Recognition - Grade 1

KEY: MTL = Major Teaching Lesson
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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTION								
		LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	RTN B	RTN C	RTN D	RTN E
Sight vocabulary	118 Basal words - instant recognition	MTL 146-149, 150-151, 152-153, 156-157, 158-159, 160-161, 162-163, 212-215, 216-217, MTL 218-219, 222-223, 224-225, 226-229, 230-231, 232-233, 234-235, 236-237, 280-281, 282-283, MTL 284-285, 288-289, 290-291, 292-293, 296-297, 298-299, 300-301, 302-303, 304-305, 306-307	19-20, 38, 39, 56, 71, 92, 93, 111, 123, 143, 161, 173, 193, 211, 219, 241, 257, 258, 266, 282, 296, 302; PB	23-24, 46, 47, 62-63, 86, 87, 109, 122, 123, 145, 167, 179, 180, 203, 222-223, 234, 252, 270, 276; PB	23-24, 49, 63-64, 83-84, 110, 125-126, 147, 169-170, 181, 203, 223, 235, 255, 256, 273, 283, 303-304, 321-322, 334, 354, 362; PB	12-13, 31, 32, 46-47, 62, 63, 76, 94-95, 112, 127, 141, 142, 154, 169-170, 183, 184, 200, 216, 229-230, 245-246, 261, 276-277, 293, 309, 326, 343-344, 353, 365-366; PB				
Initial consonants: Single consonants	112b Initial consonants	MTL /b/: 70-71, 74-75, 84-85, 86-87, 116-117; /c/: 124-127, 130-131, 132-133, 190-191; /d/: 30-31, 32-33, 42-43, 86-87; /f/: 26-29, 32-33, 42-43, 74-75; /g/: 40-41, 42-43, 86-87;	MTL /w/, /g/, /h/, /c/, /t/, /p/, /r/, /b/, /m/: 17; /j/, /d/, /f/, /k/, /l/, /n/, /v/, /s/, /y/: 36-37; /z/: 172-173, 174-175, 241; ME 22, 40, 93, 123, 143, 162, 194, 220, 242, 267, 296	/x/: 271; PB; ME 63, 110, 146, 168, 204, 253, 271	ME 50, 112, 224-225, 257, 305, 356	/x/: 184; ME 96, 142, 231, 278, 327, 367				

(Continued on next page)

KEY: MTL = Major Teaching Lesson
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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTION								
		LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	RTN B	RTN C	RTN D	RTN E
Single Consonants (Continued)		/n/: 112-113, 116-117, 118-119, 130-131, 132-133; /p/: 114-115, 116-117, 118-119, 130-131, 132-133; /r/: 198-199, 204, 205; /s/: 72-73, 74-75, 84-85, 86-87, 116-117; /t/: 80-81, 84-85, 118-119; /v/: 200-201, 204-205; /w/ 82-83, 84-85, 118-119; /y/: 202-203, 204-205								
	Related skills: 112a Letter names - consonants	MTL Dd, Ff, Gg, Hm: 16-19; Bb, Ss, Tt, Ww: 62-65; Cc, Jj, Kk, Nn, Pp, Zz: 104-107; Hh, Ll, Qq, Rr, Vv, Xx, Yy: 178-181; Ch, ch, Sh, sh, Th, th, Wh, wh: 252-255	MTL All letters except q, x, z, in capital and lower-case form: 15-16, 21-22							

(Continued on next page)

Word Recognition - Grade 1

KEY: MTL = Major Teaching Lesson
AM = Application and Maintenance
LI = Limited Instruction
RTN = Reassessment Test Number

TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTION					RTN			
		LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	B	C	D	E
Single Consonants (Continued)	112aa Initial consonant sounds	MTL /f/: 20-23; /d/: 24-25; /m/: 34-35; /g/: 36-37; /b/: 66-67; /s/: 68-69; /t/: 76-77; /w/: 78-79; /n/: 108-109; /p/: 110-111; /c/, /k/: 120-121; /j/: 122-123; /h/: 182-183; /l/: 184-185; /r/: 192-193; /v/: 194-195; /y/: 196-197; /sh/: 256-257; /wh/: 258-259; /th/: 266-267; /ch/: 268-269								
	112c Single consonant letter: two or more sounds			MTL c/s/: R27; 84-85, 88-89, 118-119, 146-147	c/s/: 148, 274; PB	MTL /j/ for g, ge, dge: 110-112, 114-115, 366; c/s/, /k/: 154				
	115a Context and consonant sound associations for decoding	MTL 48-51, 90-91, 92-93, 136-137, 138-139, 212-215, 216-217, 280-281, 282, 283	R13, 32; 57, 66-67, 72, 93, 112, 124, 143-144, 162, 170-171, 174, 194, 212, 220-221, 242, 258-259, 267, 283,	24-25, 47, 63, 87, 109-110, 123, 146, 167-168, 180, 204, 223, 234-235, 252-253, 270-271, 276-277; PB	25, 50-51, 64-65, 85, 112, 127, 149, 171-172, 183-184, 204-205, 225, 237-238, 258, 275, 285-286, 305, 324, 336,	14-15, 33, 48, 64, 78, 96, 113, 128-129, 143, 155, 171, 184-185, 201, 217-218, 231, 247, 262-263, 278, 294,				

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KEY: MTL = Major Teaching Lesson
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RTN = Reassessment Test Number

TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTION					RTN			
		LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	B	C	D	E
Single Consonants (Continued)			296-297, 303; PB		356-357, 364; PB	310-311, 328, 346, 354-355, 367-368				
	212 Spoken context and letter sound associations	MTL 44-47, 88-89, 134-135, 146-149, 152-155, MTL 206-207, 276-277	20-21, 39							
Digraphs	112e Consonant digraphs	MTL /sh/: 260-261, 264-265, 274-275; /wh/: 262-263, 264-265, 274-275; /th/: 270-271, 274-275; /ch/: 272-273, 274-275	MTL /ck/: 37-38, 40-41, 143; MTL /ch/, /sh/, /th/: 122-123, 124, 140-141, 144-145, 219-220; /wh/: 122-123, 124; ME 143, 162, 242, 283	/ch/, /sh/, /th/: 64; PB; ME 63, 110, 146, 168, 204, 235; PB	/ch/: 49-50, 284; /sh/: 171, 284; /th/: 182, 284; /wh/: 284; ME 50, 112, 224-225, 257, 305, 356	MTL /dge/: 110-112, 114-115, 366; ME 47-48, 327	13			
Clusters (Blends)	112f Consonant clusters		MTL /tr/: 68-69, 73, 193-194; /st/: 91-92, 94-95, 173; /pl/: 256-257, 259-260, 302-303; ME 123, 220, 267, 283, 296; PB	/tr/: 24; /pl/: 47; MTL /sm/: 60-61, 65, 110; MTL /fl/: 120-121, 124-125, 235; MTL /sc/: 144-145, 148, 204; MTL /fr/: 178-179, 181, 277; /st/: 204-205; PB; MELLO, 146, 168, 204, 253, PB	MTL /pr/: 46-47, 52, 84, 203-204; /sm/: 64; PB; /fl/: 111; /fr/: 126; PB; /sc/: 147-148; /st/: 170; /tr/: 204; MTL /gr/: 302-303, 306, 354-355; ME 50, 64, 112, 224-225, 257, 305, 356	/fr/: 14; MTL /cr/: 30-31, 34-35, 154-155; MTL /qu/, /squ/: 45-46, 49, 170; /nk/: 75, 78-79, 184; /pl/: 77, PB; /br/: 92-93, 97, 294; /thr/: 109-110, 114, 310; /tr/: 112-113; PB; /prj/: 113, PB;				

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTION								
		LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	RTN B	RTN C	RTN D	RTN E
Clusters (Blends) (Continued)						/gr/: 128; /sl/: 152, 156, 246; /sc/: 201, /cl/: 274-275, 279; /sk/: 292-293, 295-296; /str/: 306-307, 311, 366-367; /sm/: 354; /fl/: 354; ME 96, 142, 184, 231, 278, 327				
Final consonants: Consonant letter(s)	112d Single consonant in medial or final position	MTL /d/: 140-143, 144-145, 208-211, 278-279; /l/: 208-211, 278-279; /n/: 140-143, 144-145, 146-149, 208-211, 278-279; /t/: 140-143, 144-145, 208-211, 278-279	MTL /p/: 18-19, 22-23, 111-112; /d/, /l/: 56-57; PB; /m/, /r/, /s/: R22; 69-71, 73-74, 120-121; /n/, /t/: 72; PB /v/: 69-71; 73-74	/c/: R27; 84-85, 88-89, 118-119, 146-147; ME 146	/c/: 148, 274; PB ME64, 224-225, 356	MTL /x/: 9-10, 15-16, 42; /g/: 110-112, 114-115, 366; /c/: 154; /z/: 184; ME 47-48, 96, 142, 184, 231, 278, 327	9 s m r v			
	Related skills: 112a Letter names	MTL Dd, Ff, Gg, Mm: 16-19; Bb, Ff, Tt, Ww: 62-65; Cc, Jj, Kk, Nn, Pp, Zz: 104-107; Hh, Ll, Qq, Rr, Vv,	All letters except Q, X, Z in capital and lower case form: 15-16, 21, 22							

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTION					RTN			
		LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	B	C	D	E
Final consonants: Consonant letter(s) (Continued)	112a Letter names (Continued)	Xx, Yy: 178-181; Ch, ch, Sh, sh, Th, th, Wh, wh: 252-255								
	112c Single consonant letter - two or more sounds			MTL /c//s/: R27; 84-85, 88-89, 118-119, 146-147	/c//s/: 148, 274; PB	MTL /j/ for g, ge, dge: 110-112, 114-115, 366; /c//s/, /k/: 154				
Digraphs	112e Consonant digraphs in initial, medial, final positions	MTL /sh/: 260-261, 264-265, 274-275; /wh/: 262-263, 264-265, 274-275; /th/: 270-271, 274-275; /ch/: 272-273, 274-275	MTL /ck/: 37-38, 40-41, 143; /ch/, /sh, /th/: 122-123, 124, 140-141, 144-145, 219-220; /wh/: 122-123, 124; ME 143, 162, 242, 283	/ch/, /sh/, /th/: 64; PB; ME 63, 110, 146, 168, 204, 253; PB	/ch/: 49-50, 284; /sh/: 171, 284; /th/: 182, 284; /wh/: 284; ME 50, 112, 224-225, 257, 305, 356	MTL /dge/: 110-112, 114-115, 366; ME 47-48, 327	13			
Clusters	112f Consonant clusters		MTL /tr/: 68-69, 73, 193-194; /st/: 91-92, 94-95, 173; /pl/: 256-257, 259-260, 302-303; ME 123, 220, 267, 283, 296, PB	/tr/: 24; /pl/: 47; /sm/: 60-61, 65, 110; /fl/: 120-121, 124-125, 235; /sc/: 144-145, 148, 204; /fr/: 178-179, 181, 277; /st/: 204-205; PB; ME 110, 146, 168, 204, 253; PB	MTL /pr/: 46-47, 52, 84, 203-204; /sm/: 64; PB; /fl/: 111; /fr/: 126; PB; /sc/: 147-148; /st/: 170; /tr/: 204; /gr/: 302-303, 306, 354-355; ME 50, 64, 112, 224-225, 257, 305, 356	/fr/: 14; /cr/: 30-31, 34-35, 154-155; /qu/, /squ/: 45-46, 49, 170; /nk/: 75, 78-79, 184; /pl/: 77; PB; /st/: 77; PB; /br/: 92-93, 97, 294; /thr/: 109-110, 114, 310; /tr/: 112-113; PB; /pr/: 113; PB; /gr/: 128; /sl/: 152,		10 f1		

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		LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	B	C	D	E
Clusters (continued)	112f Consonant clusters (continued)					156, 246; /sc/: 201; /cl/: 274-275, 279; /sk/: 292-293, 295-296; /str/: 306-307, 311, 366-367; /sm/: 354; /fl/: 354; ME 96, 142, 184, 231, 278, 327				
Vowels	113e Phonograms		MTL /at/: 54-55, 58, 161-162; MTL /at/: 90-91, 94, 258; MTL /an/: 160-161, 163, 211-212; MTL /op/: 218-219, 221, 282-283	MTL /ick/: R15; 44-45, 48, 58-59, 87-88; /at/: R15; 58-59, 168-169; MTL /ook/: 108-109, 111, 223-224; /an/: 147; PB; MTL /un/: 202-203, 205-206, 271; /op/: 235; PB; MTL 121-122, 125, 180-181	MTL/ack/: 62-63, 65-66, 111, 204; MTL /ot/: 108-109, 113, 170-171, 256-257; /un/: 126; MTL /ell/: 146-147, 150, 273-274; /et/: 181-182, 304-305; MTL /in/: 202-203, 205-206, 256, 322; /at/: 223-224; /an/: 235-236; /op/: 236; PB; MTL /en/: 272-273, 276, 304, 355; /ich/: 283-284	/et/: 14; PB; MTL /ake/: 29-30, 34, 142; /at/: 32; PB /op/: 32; PB; /un/: 33; PB; /an/: 63; PB; /ack/: 63; PB; /in/: 63-64; PB; MTL /ide/: 153, 156, 246-247; MTL /ight/: 182-183, 186, 231; MTL /all/: 198-199, 202, 277; /en/: 217; PB; /ick/: 230; PB; /ook/: 230-231, PB; MTL /ama/: 243-244, 248; /ot/		15 un	10 ell	17 ight
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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTION								
		LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	RTN B	RTN C	RTN D	RTN E
Vowels (Continued)	113a Letter names - vowels	MTL Ii, Oo: 16-19; Aa, Ee: 62-65; Uu: 104-107	MTL Aa, Ee, Ii, Oo, Uu: 15-16, 21-22							
	115b Vowel sound associations with context for decoding				111-112	13				
Compound words	16 Compound words - identification				MTL 234-235, 238-239, 322-323; PB 133, 148	R 79-80, 127-128, 148-149; PB			15	
Affixes	114a Affixes - inflections		MTL 210-211, 212-213, 266-267	MTL 22, 26, MTL 61-62, 65-66, 110-111, 168, 224	R 29, MTL 20-21, 26, MTL 47-48, 50, 52-53, 64, MTL 82-83, 86, 122-123, 148-149, MTL 168-169, 172-173, 182-183, 237, MTL 254-255, 258-259, 284-285, 323, 355-356, 363-364	47, MTL 61-62, 64-65, 77-78, 95, 127, 171, 216, MTL 260-261, 263, 293, 327, 344, 345, 353	19			
	114d Base words			22, 26, 61-62, 65-66, 168, 224	20-21, 26, 47-48, 50, 52-53, 64, 82-83, 86, 148-149, 168-169, 172-173, 182-183, 237, 254-255, 258-259, 284-285, 323, 355-356, 363-364	61-62, 64-65, 77-78, 171, 199-200, 202-203, 215-216, 218, 260-261, 263, 327, 345-346	19			

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		LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	B	C	D	E
Verb endings	114a Affixes - inflections		MTL 210-211, 212-213, 266-267	MTL 22, 26, MTL 61-62, 65-66, 110-111, 168, 224	R 29, MTL 20-21, 26, MTL 47-48, 50, 52-53, 64, MTL 82-83, 86, 122-123, 148-149, MTL 168-169, 172-173, 182-183, 237, MTL 254-255, 258-259, 284-285, 323, 355-356, 363-364	47, MTL 61-62, 64-65, 77-78, 95, 127, 171, 216, MTL 260-261, 263, 293, 327, 344, 345, 353		2 ing	16 s ed ing	
	114d Base words			22, 26, 61-62, 65-66, 168, 224	20-21, 26, 47-48, 50, 52-53, 64, 82-83, 86, 148-149, 168-169, 172-173, 182-183, 237, 254-255, 258-259, 284-285, 323, 355-356, 363-364	61-62, 64-65, 77-78, 171, 199-200, 202-203, 215-216, 218, 260-261, 263, 327, 345-346				
Contractions	117 Contractions					127, 216, 261, 293, 344, 353, PB				
Antonyms, synonyms, homonyms										
Multiple meanings	231a Correct meaning - multi-meaning word					R, 192-194, MTL 325-326, 329, 348-350				

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		
		LEVEL F	LEVEL G	RTN
Sight vocabulary	118 Basal Words - instant recognition	17-18, 38-39, 72-73, 90-91, 112, 129, 145-146, 160, 175, 189, 200-201, 222-223, 241, 258, 275, 291, 312, 327, 343-344, 360, 378-379, 397, 414, 425, 434; PB	12, 26, 42, 60, 73, 89, 105, 119, 135, 149-150, 169, 180-189, 198, 216-217, 227, 242, 256-257, 275, 285, 300, 319, 333, 349, 365, 377-378, 393, 403, 414, 424, 435; PB	
Single consonants - initial, medial, final	112b Initial consonants	ME 40-41, 114, 202, 277, 380, 436	ME 12-13, 61-62, 91, 151-152, 200, 243	
	112d Medial and final consonant/consonants	/c/: 57-58; PB; /x/: 146; PB; /g/: 360-361; PB; ME 40-41, 202, 277, 436		
Variant consonant sounds	112c Single consonant letter - 2 or more sounds	c /s/, /k/: 57-58; PB; /j/ for /g/: 360, 361; PB	/g/: 43, 198-199; PB; /c/: 119-120; PB; /x/: 349; ME 243	
	112d Medial and final consonant(s)	/c/: 57-58; PB; /x/: 146; PB; /g/: 360-362; PB; ME 40-41, 202, 277, 436	/j/, g, e, dge: 43, 198-199; PB; c /s/, /k/: 119-120; PB	
Initial consonant digraphs and clusters	112e Consonant digraphs - initial, medial, final	/sh/, /ch/: 39-40; PB; /th/: 57; PB; /wh/: 57; PB; /ck/: 73, /dge/: 360-361; PB; ME 40-41, 114, 202, 277	/g/: 43, 198-199; PB; /c/: 119-120; PB; /x/: 349; ME 243	
	112f Consonant clusters	/br/: 18-19; PB; /st/: 19, 399; PB; /str/: 19-20; PB; MTL /dr/: 54-55, 59, 160; /cl/: 130; PB; /sk/: 130, 400; PB; /sm/: 146; /gr/: 160, 161; PB; /cr/: 175; PB; /tr/: 176; PB; MTL /sn/: 239-240, 244, 379; /fr/: 241; /pr/: 242; MTL /bl/: 256-257, 260, 261, 379; /fl/: 276; PB; /qu/, /squ/: 290-292; MTL /sp/: 376-377, 381, 382, 399; /nk/:		

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		
		LEVEL F	LEVEL G	RTN
Initial consonant digraphs and clusters (continued)	112f Consonant clusters (continued)	379; MTL /spr/: 395-396, 401, 435; MTL /gl/: 396-397, 401-402, 434-435; /el/: 435; /thr/: 435-436; PB; ME 114, 202, 277, 380, 436		
Medial and final digraphs and clusters	112e Consonant digraphs - initial, medial, final	/sh/, /ch/: 39-40; PB; /th/: 57; PB; /wh/: 57; PB; /ck/: 73, /dge/: 360-361; PB; ME 40-41, 114, 202, 277	/ch/: 26-27, 227-228, 393, 394; PB; /dge/: 43, 198-199; PB; /sh/, /wh/: 227-228, 393-394; PB; ME 61-62, 91, 151-152, 200, 243	
	112f Consonant clusters	/br/: 18-19; PB; /st/: 19, 399; PB; /str/: 19-20; PB; MTL /dr/: 54-55, 59, 160; /cl/: 130; PB; /sk/: 130, 400; PB; /sm/: 146; /gr/: 160, 161; PB; /cr/: 175; PB; /tr/: 176; PB; MTL /sn/: 239-240, 244, 379; /fr/: 241; /pr/: 242; MTL /bl/: 256-257, 260, 261, 379; /fl/: 276; PB; /qu/, /squ/: 290-292; MTL /sp/: 376-377, 381, 382, 399; /nk/: 379; MTL /spr/: 395-396, 401, 435; MTL /gl/: 396-397, 401-402, 434-435; /el/: 435; /thr/: 435-435; PB; ME 114, 202, 277, 380, 436	/cr/: 13; PB; MTL /tw/: 25-26, 29-30, 151; /fl/: 61; PB; /st/: 61; PB; /gl/: 90; PB; /gr/: 90; PB; /sl/: 90-91; PB; /sn/: 91; PB; /dr/: 120; /tr/: 150-151; /qu/, /squ/: 151; /thr/: 182; /br/: 199; 301; PB; /pr/: 199-200, 301-302; PB; /sp/: 228; /cl/: 242; PB; /bl/: 242; PB; /pl/: 243; PB; /fr/: 301; /spr/: 302; PB; /str/: 302-303; PB; /sk/: 319; /sc/: 319-320; /sm/: 320; MTL /sw/: 332-333, 336, 416; ME 12-13, 61-62, 91, 151-152, 200, 243	
Vowels	113e Phonograms	/ame/: 20, PB; /ad/: 40; PB; /en/: 73; MTL /est/: 111-112, 115, 201; /op/: 112-113; PB; /ell/: 201; PB; /et/, /at/: 223; /ide/, /ight/: 242; PB; MTL /old/: 289, 294-295, 414; /ack/, /ake/: 344; /al/: 361; /ock/: 414-415	MTL /amp/: 40-41, 45, 425; MTL /ump/: 103, 108-109, 425; /ack/: 106; PB; /ame/: 106; PB; /in/: 106-107; PB; /ight/: 120; /ide/: 136; /ell/: 182-183; MTL /oat/: 196-197, 201-202, 350; MTL /ine/: 226-227, 229-230, 334-335; /an/: 257; /ock/: 275; MTL /ash/: 299-300, 304-305, 435; MTL /and/: 317,	

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		LEVEL F	LEVEL G	RTN
Vowels (continued)	113e Phonograms (continued)		322-324, 435-436; /ake/, /at/: 320; /et/, /eat/, /ick/: 334; MTL /ank/: 364-365, 368-435; /old/, /op/, /ot/: 378-379	
	113b Common vowel sound associations - long and short vowels	/a/: PR 36-37; MTL 14-16, 21, MTL 36-37, 42, 52, 53, MTL 70-71, 74, 75, 176; /e/: R 72-73, MTL 88-89, 93-94, MTL 110-111, 114-115, 124-125, MTL 144-145, 148-149, 201, 202; MTL /i/: R 120-121, 159-160, 162, MTL 188-189, 192, 196-198, 220-221, 225, 276-277; mtl /o/: PR 152-153; 221-222, 225-226, 240-241, 244-245, 251-253, 271-275, 278-279, 327-328; /u/: PR 204-205; 325-326, 330, 341-342, 346, 354-355, 377-378, 382-383, 314; /a/, /e/, /i/, /o/: 293, 313-314, 426-427; PB; /u/: 426-427; PB	/u/: 73-74; PB; /a/: 169-170; PB; /o/: 181-182; /e/: 333-334; PB; /i/: 365-366; PB; MTL /a/, /e/, /i/, /o/, /u/: 10-12, 14-15, 395	a 7 e 14 i 20 o 26 u 37
	113f Vowel-plus-r combination		MTL /or/: 134-135, 137-138, 404-405; MTL /ar/: 178-179, 183-184, 404: ME 73-74, 169-170, 181-182, 333-334, 365-366; PB	
	113g Vowel sound and syllable association		R 130-132: MTL 88-89, 93, 135, 181, MTL 215-216, 219-220, 224-225, 286-287, 366	
	113d Vowel combinations	/oa/: 190; MTL /ow/: 198-199, 203-204, 416; /aw/: 223-224; PB; /oo/: 258-259; PB; /ee/: 259; /ai/, /ay/: 312-313	/ow/: 43-44; /au/, MTL /aw/: 71-72, 76, 415; /ee/: 135-136; MTL /ea/: 147-148, 153-154, 403-404; /oo/: 227; PB; /oy/, /oi/: 257; MTL /ie/: 274-275, 277-278, 414-415; M.E. 73-74,	

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		
		LEVEL F	LEVEL G	RTN
Vowels (continued)	113d Vowel combinations (continued)		169-170, 181-182, 333-334, 365-366; PB	
	115b Vowel sound associations plus context as decoding aids	MTL 70-71, 74-75, MTL 144-145, 148-149, 176, 201-202, MTL 220-221, 225, MTL 274-275, 276-277, 278-279, 293, 313-314, 327-328, MTL 377-378, 382-383, 415, 426-427	73-74, 169-170, 181-182, 243, 333-334, 365-366, 395; PB	
Compound words	116 Compound words - identification	161, 379-380; PB	60-61, 275; PB	
	234 Compound words - meaning		PB	
Affixes Plurals	114a Inflections	MTL 71-72, 75-76, MTL 89-90, 91-92, 94-95, 113, 130-131, 146-147, 189-190, 259, 275-276, 292-293, 328-329, 344-345	27-28, 74, 150, MTL 254-255, 259, 300-301, 349-350, 378, 415-416	
	114d Base words	37-38, 42-43, 71-72, 75-76, 89-90, 91-92, 94-95, 113, 128-129, 131, 146-147, 189-190, 223, 259, 275-276, 292-293, 313, 328-329, 344-345, 397-398, 425-426, 436; PB	27-28, 74, 89-90, 150, 199, 217, 285, 300-301, 415-416; PB	
Verb endings	114a Inflections	MTL 71-72, 75-76, MTL 89-90, 91-92, 94-95, 113, 130-131, 146-147, 189-190, 259, 275-276, 292-293, 328-329, 344-345	27-28, 74, 150, MTL 254-255, 259, 300-301, 349-350, 378, 415-416	
	114d Base words	37-38, 42-43, 71-72, 75-76, 89-90, 91-92, 94-95, 113, 128-129 131, 146-146, 189-190, 223, 259, 275-276, 292-293, 313, 328-329, 344-345, 397-398, 425-426, 436; PB	27-28, 74, 89-90, 150, 199, 217, 285, 300-301, 415-416; PB	

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		LEVEL F	LEVEL G	F	G
Affixes (continued) Comparative and superlative endings in context	114a Inflections	MTL 71-72, 75-76, MTL 89-90, 91-92, 94-95, 113, 130-131, 146-147, 189-190, 259, 275-276, 292-293, 328-329, 344-345	27-28, 74, 150, MTL 254-255, 259, 300-301, 349-350, 378, 415-416		
		37-38, 42-43, 71-72, 75-76, 89-90, 91-92, 94-95, 113, 128-129, 131, 146-147, 189-190, 223, 259, 275-276, 292-293, 313, 328-329, 344-345, 397-398, 425-426, 436; PB	27-28, 74, 89-90, 150, 199, 217, 285, 300-301, 415-416; PB		
Prefixes and suffixes	114c Prefixes	MTL 257-258, 261, MTL 310-312, 315, 425, 436	MTL 24-25, 29, 105-106, 199, MTL 239-241, 245-247, 425		
	114b Suffixes	MTL 37-38, 41-43, MTL 128-129, 131, 133, 223, 313, 397-398, 425-426	R 145-147; 89-90, 217, MTL 239-241, 245-247, 251-253, 285, MTL 348-349, 352, 424		
Singular and plural possessives	114e Possessives (singular)		MTL 58-60, 62, 63, 201, 217, 218		
Contractions	117 Contractions	MTL 357-358, 362-363, 398-399	MTL 58-60, 62-63, 170, 201, 217-218, 321		
Syllabication	115c Common syllables and endings		R 145-147; MTL 239-241, 245-247, 251, 253, 285, MTL 348-349, 352, 424, 425		23
	113g Vowel sound and syllable association		R 130, 132, MTL 88-89, 93, 135, 282, MTL 215-216, 219-220, 224-225, 286-287, 366		21
Antonyms					
Synonyms					

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		RTN	
		LEVEL F	LEVEL G	F	G
Homonyms					
Homographs	132 Homographs		MTL 168-169, 172, 366, 367		
Details in story retelling					
Sequence of events in story retelling					
Details through oral, written questions	214 Details	20-21, 132, 191, 224-225, MTL 290-291, 295-296, 346, 427	152, 171, MTL 284-285, 288-289, 350-351, 367-368	28	27
Sequence of events through oral, written questions	215a Sequence - order of events	MTL 16-17, 21-22, 58, 59, 162, 260, 362	44-45, 62, MTL 179-180, 184, 322, 335, 426, 437-438		
Cause and effect relationships					
Conclusions, inferences	221 Conclusions, inferences	MTL 55-56, 59-60, 92-93, 191, 294, 400-401	14, 29, MTL 118-119, 122, 183, 200-201, 396, 405-406		
Main idea	Related skill: 332 Paragraph topics, titles	93, 243, MTL 359-360, 363-364, 381, 437	229, 244-245, MTL 376-377, 380-381, 406, 417-418		
Fact, fiction					
Figurative language - interpretation					
Prediction of outcomes					

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Word Recognition - Grade 2

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		RTN	
		LEVEL F	LEVEL G	F	G
Personal experiences related to selection read					
Information location by scanning					
Oral directions for reading assignments (three- or four-step)	213 Directions	41-42, 147-148, 243, 329-330, MTL 342-343, 347, 437	R 162-163; 121, 137, MTL 255-256, 259-260, 282-283, 287-288, 303-304, 436-437	33	
Written directions (one-, two-, and three-step)	213 Directions	41-42, 147-148, 243, 329-330, MTL 342-343, 347, 437	R 162-163; 121, 137, MTL 255-256, 259-260, 282-283, 287-288, 303-304, 436-437	33	
Punctuation marks to aid comprehension	216 Punctuation marks as aids in getting meaning		MTL 58-60, 62-63, MTL 104-105, 109, MTL 148-149, 153-155, 170, 201, 217-218, 276, 277, 321, 380, 426-428,		15
Pronoun referents	218a Pronoun referents	74, 177, MTL 199-200, 204, 278, 380-381	75, 92, 244, 258; PB		
Selection and reading of books/ materials at own reading level					
Oral reading with fluency and expression	121a Punctuation marks as indicators of pitch, stress, juncture (See 216: Punctuation marks as aids in getting meaning)		MTL 58-60, 62-63, MTL 104-105, 109, MTL 148-149, 154-155, 170 201, 217-218, 276-277, 321, 380, 426-428		

Comprehension - Grade 3

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		RTN	
		LEVEL H	LEVEL I	H	I
Details in story retelling					
Sequence of events in story retelling					
Details through oral, written questions	214 Details	195, 212, MTL 340-341, 344, 419, 429	MTL 98-99, 164-165		
Sequence of events through oral, written questions	215a Sequence - order of events	16, 32, MTL 221-222, 226, 360, 374-375	28, MTL 52-53		
Cause and effect relationships					
Conclusions, inferences	221 Conclusions, inferences	MTL 104-105, 109, 151-152, 165-166, 303-304, 317	74-75, MTL 110-111, 180-181, 275	11 Con.	
Details to support judgments	Related skill: 214 Details	195, 212, MTL 340-341, 344, 419, 429	MTL 98-99, 164-165		
Main idea - stated or implied	223 Main idea		MTL 216-217, 299		
	Related skill: 332 Paragraph topics, titles	238, 252, MTL 386-387, 390-391	MTL 189-190, 254-255		
Prediction of alternate outcomes	224 Prediction of outcomes		MTL 110-111, 180-181		
Figurative language - interpretation	235a Similies		MTL 305-306, 316		
	235b Metaphors		MTL 305-306, 316		
	237 Idioms		MTL 305-306, 316		

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Comprehension - Grade 3

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL H	LEVEL I	RTN	
				H	I
Personal experiences related to selection read					
Information location by skimming and scanning					
Written directions (one-, two-, three-, and four-step)	213 Directions	R 52-53, MTL 49-50, 54, 86-87, 107-108, 122, 269-270, 285-286	101, MTL 143-144		
Punctuation marks to aid comprehension	216 Punctuation marks as aids in getting meaning	R 66-68, 278-281, MTL 13-14, 17-18, MTL 29-30, 33-34, 116-118, 137, 181, 251-252, 394-396, 409	33-34, 42-43, MTL 89-90, MTL 132-134, MTL 170-171, 198-199, 207-208, MTL 272-273, 288-289		
Pronoun referents	218a Pronoun referents	82, 92-93, 224-225, 237-238, MTL 314-315, 319-320	92, MTL 178-179	27	26
Selection of books at own reading level					
Oral reading with fluency and expression	121a Punctuation marks as indicators of stress, pitch, juncture (See 216: Punctuation marks as aids in getting meaning)	R 66-68, 278-281, MTL 13-14, 17-18, MTL 29-30, 33-34, 116-118, 137, 181, 251-252, 394-396; 409	33-34, 42-43, MTL 89-90, MTL 132-134, MTL 170-171, 198-199, 207-208, MTL 272-273, 288-289		
	121b Special type as an indicator of stress, pitch, juncture (See 217: Special type - italics, boldface, all capitals)		MTL 25-26, 147		

Word Recognition - Grade 3

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL H	LEVEL I	RTN H	RTN I
Sight vocabulary	118 Basal words - instant recognition	14, 30, 50, 66, 80, 90, 105, 120, 135, 150, 163, 178, 193, 209, 222, 235, 249, 267, 283, 301, 315, 329, 341, 358, 372, 387, 397, 407, 417, 427; PB	13, 26, 32, 41, 53, 63, 73, 79-80, 90-91, 99, 111, 120, 134, 145-146, 152-153, 163, 172, 179, 190, 197, 206, 218, 228, 235, 242, 253, 264, 273-274, 280-281, 287, 297, 306, 314; PB		
Consonant digraphs - initial, medial, final	112e Consonant digraphs - initial, medial, final	/ch/, /sh/: 31, 223; /dge/: 51, 358-359; PB; /MTL-KN/: 89-90, 93, 283, 407-408; /MTL-WR/: 89-90, 93, 150, 407-408; /th/: 135; /wh/: 388; ME 210-211, 331	/kn/, /wr/: 91; PB		
Consonant clusters - initial, medial, final	112f Consonant clusters	/sp/: 66-67; PB; /sw/: 67; PB; /pr/: 81, 193-194; /bl/: 91, 210; PB; /pl/: 91-92, 210; PB; /fl/: 91, 210; PB; /pl/: 91-92, 210; PB; /cl/: 105, 210; /qu/: 106; /sn/: 164; /br/, /cr/, /dr/, /fr/, /gr/, /tr/: 193-194; /gl/, /sl/: 210; /squ/: 249, /scr/, /spr/, /str/: 250; PB; /tw/: 284; ME 210-211, 331			
Variant consonant sounds	112c Single consonant letter - 2 or more sounds	/j/ for g, ge, dge: 51, 358-359; PB; MTL /s/g/, /sh/, /zh/: 134-135, 138, 315-316; /c/ /s/, /k/: 267-268	/s/, /g/, /sh/, /zh/: 53-54; /c/, /s/, /k/: 163-164; PB		
	112d Medial and final consonant(s)	/g/: 51, 358-359; PB; MTL /s/: 134-135, 138, 315-316; /x/: 179; /c/: 267-268; ME 331	/s/: 53-54; /c/: 163-164; PB		
Vowels	113g Vowel sound and syllable associations	MTL 48-49, 53-54, 164-165, 194	13-14		

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		RTN	
		LEVEL H	LEVEL I	H	I
Vowels (continued)	113b Common vowel sound associations, including long and short vowels	/a/: 14-15; PB; /e/: 68; PB; /i/: 80-81; PB; /o/: 90; PB; /u/: 135-136; PB; /a/, /e/, /i/, /o/, /u/: 179-180, 417-418; PB	MTL /a/, /e/, /i/, /o/, /u/: 227-228, 264		
	113d Vowel combinations	/oo/: 15, 315; /ea/: 50-51, 178-179; PB; /ow/: 120-121, 342; /oy/, /oi/: 236; PB; MTL /ou/: 248-249, 252-253, 373-374; /ie/: 283-284; PB; /au/, /aw/: 301-302; ME 14-15, 68, 80-81, 90, 135-136; PB	ME 227-228, 264		
	113f Vowel-plus-r combinations	MTL /ir/: 79-80, 82, 194, 397-398; MTL /ur/: 119-120, 122-123, 330, 397-398; MTL /er/: 162-163, 166, 358, 397-398; /or/: 163-164; PB; /ar/: 235-236; ME 14-15, 68, 80-81, 90, 135-136; PB	/ar/, /er/: 26-27; /ir/, /or/, /ur/: 32-33; PB; ME 227-228, 264		
	113c Vowel sounds other than long and short	/a/: 14-15; PB; /o/: 90; PB; /u/: 135-136; PB			
	115b Vowel sound associations plus context	14-15, 68, 80-81, 90, 135-136, 151, 179-180; PB	R 36-37; R 29-31, 99-100, 134, 172, 206-207		
Compound words	116 Compound words - identification	67, MTL 357-358, 361-362, 428	PB	30	
	234 Compound words - meaning	PB	64; PB		

Word Recognition - Grade 3

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL H	LEVEL I	RTN	
				H	I
Affixes Plurals	114a Inflections	30-31, 341-342; PB			
	114d Base words	30-31, MTL 149-150, 152-153, 209-210, MTL 220-221, 225-226, 302-303, 417	73-74, MTL 119, MTL 205-206, 235-236	19	
Singular and plural possessives	114e Possessives (singluar)	251-252; PB			
	216 Punctuation marks to aide in getting meaning (plural possessives)	R 66-68, 278-281; MTL 13-14, 17-18, MTL 29-30, 33-34, 116-118, 137, 181, 251-252, 394-396, 409	33-34, 42-43, MTL 89-90, MTL 132-134, MTL 170-171, 198-199, 207-208, MTL 272-273, 288-289		
Prefixes and suffixes	114c Prefixes	R 124-126, MTL 65-66, 69-70, MTL 103-104, 108-109, 150, 188-189, 267, MTL 282-283, 287-288, MTL 328-329, 332, 359, 373, 398			
	114b Suffixes	MTL 11-12, 16-17, MTL 28-29, 33, 105-106, 222-223, 249-250, MTL 266-267, 270-271, MTL 300-301, 302, 304, MTL 313-314, 316, 319, 329-330, 342, 388, 407	MTL 130-131, 191		
	114d Base words	30-31, MTL 149-150, 152-153, 209-210, MTL 220-221, 225-226, 302-303, 417	73-74, MTL 119, MTL 205-206, 235-236		

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Word Recognition - Grade 3

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		RTN	
		LEVEL H	LEVEL I	H	I
Contractions	117 Contractions	252-252; PB; R 66-68, 278-281; MTL 13-14, 17-18, MTL 29-30, 33-34, 116-118, 137, 181, 251-252, 394-396, 409	33-34, 42-43, MTL 89-90, MTL 205-206, 235-236		
Syllabication	113g Vowel sound and syllable association	MTL 48-49, 53-54, 164-165, 194	13-14		
	115c Common syllables and endings	R 124-126, MTL 11-12, 16-17, MTL 28-29, 33, MTL 65-66, 69-70, MTL 103-104, 105-106, 108-109, 150, 188-189, MTL 220-221, 222-223, 225-226, 249-250, MTL 266-267, 270-271, MTL 282-283, 287-288, MTL 300-301, 302-303, 304, MTL 313-314, 316, 319, MTL 328-329, 329-330, 332, 342, 359, 373, 388, 398, 407	R 36-39; MTL 11-12, 24-25, 29-31, 42, MTL 51, 61, 63-64, 80, MTL 88-89, 111-112, 120, 153, MTL 177, 179, 197-198, 218, 228-229, 242-243, MTL 252, 263, 281, 297-298		
	115d Syllabication generalizations	MTL 208-209, 213, 223-224, 268, 330-331, MTL 371-372, 375-376, 389, 408, 427	MTL 40-41, MTL 72-73, 146		
Antonyms					
Synonyms					
Homonyms					
Homographs	132 Homographs	284-285, 418	R 314-319; MTL 284-287, MTL 296-297, 313		

Word Recognition - Grade 3

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL H	LEVEL I	RTN	
				H	I
Multiple meanings	231a Correct meaning - multi-meaning word	52, 69, MTL 192-193, 195-196, 284-285, 331-332, 343-344, 399, 409, 418	MTL 12-13, 112-113		
	231b Familiar word with unfamiliar meaning		R 93-96, MTL 62-63, MTL 77-79, 154		10
	233a Dictionary use to get meanings of multiple-entry words		298-299; PB		

Comprehension - Grade 4

KEY: MTL = Major Teaching Lesson
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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		RTN	
		LEVEL J	LEVEL K	J	K
Literal and Interpretive Comprehension Relation of personal experiences to selections read					
Selection of books at own reading level and in areas of personal interest					
Main idea	223 Main idea	MTL 64-65, 184	MTL 144-145, 163-164		18
	332 Paragraph topics, titles	R 143-147, 138, MTL 140-143, 194-195, 294-295	R 148-152, MTL 131-135, R 396-401, MTL 360-364		
Details	214 Details	175, MTL 292-293	MTL 94-95, 113, R 396-401, MTL 360-364	35	
Sequence of events	215 Sequence: 215a Order of events	89, MTL 173-174, 216	MTL 258-259, 281	22	
	215b Clue words		MTL 278-279, 300-301		
Cause and effect relationships	225 Cause and effect relationships		MTL 260-261, 281-283		
Visualization of characters, settings, and events	227 Visualization of story elements	R 247-250, MTL 238-240, 276-277	MTL 372-373, 378-379		46
Prediction of outcomes	224 Anticipation and prediction of outcomes	128-129, MTL 309-310	MTL 314-315, 341-342	37	
Inferences and conclusions	221 Conclusions, inferences, and generalizations	128-129, MTL 309-310	R 192-195, MTL 167-171	37	

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL J	LEVEL K	RTN	
				J	K
Figurative language: Similies	235 Figures of speech: 235a Similies	R 41-45; MTL 41-44, 253, 277, 284	MTL 240-241, 261-263		
Metaphors	235b Metaphors	R 94-98; MTL 92-95, 253, 277,	MTL 242-243, 263-264		
	235c Personification	284			
Idioms	237 Idioms	MTL 126-127, 144-145, 284	MTL 339-340, 356-357		42
Punctuation marks to assist comprehension	216 Punctuation marks as aids in getting meaning	R 180-186; 57, 76-77, 88, 163-164, MTL 178-182, 241-242; MTL 251-252	21-22, MTL 108-109, 110-111, 123-125, 125-126; 126-128, 128-129, 145-147, MTL 159-161, 161-162, 162-163, 183-184, 184-185, MTL 352-354, 376-377	31	
Evaluative Reading Fact and fiction	411 Fiction and nonfiction	89; PB	22-23, 39		
	Related skills: 413 Recognition of different types of fiction	29, 176, 254, 335-336	61		
	414c Recognition of informational articles	153	39, 357		
Realistic and fanciful fiction	412 Fantasy and realism	39; PB	96		
Fact and opinion	321 Fact and opinion		R 294-299; MTL 265-269		
Author's point of view, or opinion	327 Identification of author's purpose(s)	323; PB			

Word Recognition and Vocabulary Development - Grade 4

KEY: MTL = Major Teaching Lesson
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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL J	LEVEL K	RTN	
				J	K
Sight vocabulary	118 Instant recognition of basal words				
Consonants	112 Letter-sound correspondences for consonants: 112b Initial consonants		RH 6-7, 10-11		
	112c Initial single consonant letters with more than one sound	c/s/, /k/, s/s/, /sh/, /zh/: 95-96; PB	RH 6-7, 10-11		
	112d Single consonant in medial or final position	/c/, /s/: 95-96; PB	RH 11		
	112e Consonant digraphs in initial, medial, or final position	/kn/, /wr/: 106	RH 11-12		
	115a Consonant-sound associations and context for decoding	15, 27, 38, 45, 56-57, 66, 76, 87-88, 96, 106-107, 119, 128, 137, 144, 152-153, 163, 175, 183-184, 194, 204, 215-216, 226, 235, 241, 253, 265, 276, 284, 293-294, 301, 311-312, 334-335; PB	RH 14-15		
Vowels	113 Letter-sound correspondences for vowels: 113b Common vowel sound associations-long and short vowels	ME 27, 193; PB	RH 12-13		
	113c Sounds other than short and long	ME 27, 193; PB	RH 12-13		
	113d Vowel combinations	ME 27, 193; PB	RH 12-13		
	113f Vowel-plus-r combinations	/ar/, /er/, /ir/, /or/, /ur/: 136-137; PB, ME 193; PB	RH 12		
	115b Vowel-sound association and context for decoding				

Word Recognition and Vocabulary Development - Grade 4

KEY: MTL = Major Teaching Lesson
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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL J	LEVEL K	RTN J	RTN K
Sight vocabulary	118 Instant recognition of basal words				
Compound words	234 Compound words	MTL 282-283, 301-302	MTL 219-220, 243-244, MTL 221-222, 244-245		
Affixes: Prefixes	114c Sounds of common prefixes		RH 9-10, 13; MTL 20-21, 38-39, 21-22, MTL 108-109, 110-111, 123-125, 125-126, 126-128, 128-129, 147-147		
	238 Prefixes to determine word meanings		MTL 180-181, 202-203, MTL 159-160, 161-162, 162-163, 183-184, 184-185, MTL 352-354, 376-377, RH 9-10, 13-14		
Suffixes	114b Sounds of common suffixes	56, MTL 117-118, 143-144, 234-235, MTL 320-321			
	239 Suffixes to determine word meanings		MTL 182-183, 203-204		
	114d Recognition of base words	MTL 36-38, 44-45, MTL 117-118, 143-144, 234-235, MTL 320-321, 334			
Contractions	117 Contractions (See Skill 116, Punctuation.)	R 180-186; 57, 76-77, 88, 163-164, MTL 178-182, 241-242, MTL 251-252	21-22, MTL 108-109, 110-111, 123-125, 125-126, 126-128, 128-129, 145-147, MTL 159-161, 161-162, 162-163, 183-184, 184-185, MTL 352-354, 376-377		
Syllabication	115c Common syllables and endings	MTL 24-25, 35-36, MTL 54-55, 63, 65-66, MTL 75, 85-86, 105, 106, 127-128, MTL 135, 152, 174-175, 182-183, MTL 203, 213,	RH 9-10, 13-14		

Word Recognition and Vocabulary Development - Grade 4

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		RTN	
		LEVEL J	LEVEL K	J	K
Syllabication (continued)	115c Common syllables and endings (cont.)	215, MTL 224-225, 241, 252, MTL 263-264, 275-276, 283, 293, 300, 310-311, MTL 319-320, 321, MTL 332, 333			
	115d Syllabication generalizations	14, 183	MTL 18-19, 37-38		
	Related skill: 114d Recognition of base words	MTL 36-38, 44-45, MTL 117-118, 143-144, 234-235, MTL 320-321, 334	MTL 20-21, 38-39, R 95-99; MTL 79-83		
Context clues	231 Context to get word meanings: 231a Familiar multi-meaning word	15-16; PB	MTL 34-35, 60-61		
	231b Familiar word with unfamiliar meaning	27-28, MTL 192-193	MTL 34-35, 60-61		
	231c Unfamiliar word	45-46, 119-120, MTL 151-152, 204-205, MTL 282-283, 301-302	MTL 36-37, 61, MTL 221-222, 244-245		
Dictionary for word meaning or pronunciation	233 Dictionary for word meaning	MTL 12-14, 39, 67, 107, 137, 235-236, 312, 335	R 42-47; MTL 40-45		
	131 Dictionary for pronunciation: 131a Pronunciation key	MTL 25-27, 76, 118-119, 162-163, 204, 264-265, 311	R 95-99; MTL 79-83		
	131b Stress marks	MTL 25-27, 38, 76, 162-163, 264-265, 311			
Antonyms	232 Synonyms and antonyms	MTL 55-56, 185, 242-243	MTL 313-314, 340-341		38
Synonyms	232 Synonyms and antonyms	MTL 55-56, 185, 242-243	MTL 313-314, 340-341		38
Homonyms					

Word Recognition and Vocabulary Development - Grade 4

KEY: MTL = Major Teaching Lesson
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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL J	LEVEL K	RTN	
				J	K
Homographs	132 Pronunciations of homographs and/or words with multiple meanings	97, MTL 233-234	MTL 92-93, 111-113		
	233a Meanings of multiple-entry words	39, 137, 312; PB	MTL 58-59, 75-77		
Multiple meanings	231a Familiar multi-meaning word	15-16 PB	MTL 34-35, 60-61		
	231b Familiar word with unfamiliar meaning	27-28, MTL 192-193	MTL 58-59, 75-77		
Specialized meanings	439 Jargon		424-425		
Technical vocabulary	439 Jargon		424-425		

Oral Reading - Grade 4

KEY: MTL = Major Teaching Lesson
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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL J	LEVEL K	RTN	
				J	K
Recognition of oral reading as effective means of communication					
Specific purposes for oral reading					
Selection of appropriate material for oral reading					
Enunciation, phrasing, and intonation	121 Pitch, stress, and juncture		MTL 199, 223, 315		
	121a Punctuation marks to indicate pitch, stress, and juncture (See Skill 216, Punctuation.)	110-111	21-22, MTL 108-109, 110-111, MTL 123-125, 125-126, 126-128, 128-129, 145-147, MTL 159-161, 162-163, 183-184, 184-185, MTL 352-354, 376-377	216	
	121b Special type to indicate pitch, stress, and juncture (See Skill 217, Special Type.)		MTL 354-355, 377-378	217	
	121c Context to indicate pitch, stress, and juncture		MTL 201-202, 224-225	121C	

Reading Rate - Grade 4

KEY: MTL = Major Teaching Lesson
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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL J	LEVEL K	RTN	
				J	K
Recognition of need to adjust rate of silent reading					
Adjustment rate	3116 Adjustment of rate according to purpose				
	3117 Adjustment of rate according to difficulty of material				
Rereading for different purposes	315a Quick location of information		MTL 337-338, 356		

Comprehension - Grade 5

KEY: MTL = Major Teaching Lesson
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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL K	LEVEL L	RTN K	RTN L
Literal and Interpretive Comprehension Relation of personal experiences to selections read					
Selection of books at own reading level and in areas of personal interest					
Main idea	223 Main idea	MTL 144-145, 163-164	MTL 134-155, 177-178		
	332 Paragraph topics, titles	R 148-152, MTL 131-135, R 396-401	R 160-165; MTL 139-143		
	Related skill: 333a Main topics for outline	MTL 360-364	R 294-302; MTL 256-262		
Details	214 Details	MTL 94-95, 113	MTL 83-84, 98-99		
	Related skills: 333b Subtopics for outline	R 396-401, MTL 360-364	R 294-302; MTL 256-262		
	333c Details for outline				
Sequence of events	215 Sequence: 215a Order of events	MTL 258-259, 281, MTL 278-279, 300-301	MTL 227-229, 253-254		
	215b		MTL 271-272, 288-289		
Cause and effect relationships	225 Cause and effect relationships	MTL 260-261, 281-283	MTL 251-252, 275-276		31

Comprehension - Grade 5

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL K	LEVEL L	RTN	
				K	L
Visualization of characters, settings, and events	227 Visualization of story elements	MTL 372-373, 378-379	MTL 379-381, 384-385		
Prediction of outcomes	224 Anticipation and prediction of outcomes	MTL 314-315, 341-342	MTL 307-309, 327-328		
Inferences and conclusions	221 Conclusions, inferences, and generalizations	R 192-195, MTL 167-171	MTL 249-250, 274-275		
Figurative Language: Similes	235a Similes	MTL 240-241, 261-263	MTL 207-208, 229-230		
Metaphors	235b Metaphors	MTL 242-243, 263-264	MTL 209-210, 230-231		
Personification	235c Personification		MTL 272-273, 289-290		
Idioms	237 Idioms	MTL 339-340, 356-357	MTL 347-348, 369-370		
Punctuation marks to assist comprehension	216 Punctuation marks as aids in getting meaning	21-22, MTL 108-109, 110-111, 123-125, 125-126; 126-128, 128-129, 145-147, MTL 159-161, 161-162, 162-163, 183-184, 184-185, MTL 352-354, 376-377	MTL 130-132, 132-134, 157-157, 157-159, 309-310, MTL 324-325, 326-327, 350-351		
Pronoun referents	218a Pronoun referents	MTL 280-281, 301-302	MTL 346-347, 369		
Adverb referents	218b Adverb referents	MTL 280-281, 301-302	MTL 346-347, 369		
Evaluative Reading Fact and fiction	411 Fiction and nonfiction	22-23, 39	46-66		

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL K	LEVEL L	RTN K	RTN L
Realistic and fanciful fiction	412 Fantasy and realism	96	386		
	Related skills: 413 Recognition of different types of fiction	39, 61, 357	26		
Fact and opinion	321 Fact and opinion	R 294-299; MTL 265-269	MTL 95-96, 115-116		11
Author's feelings, point of view, or opinion	Related skills: 328 Evaluation of author's qualifications	MTL 374-375, 379-380	MTL 381-382, 385-386		48
	322 Evaluation of statements of opinion		MTL 97-98, 116		

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Word Recognition and Vocabulary Development - Grade 5

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS		RTN	
		LEVEL K	LEVEL L	K	L
Sight vocabulary	118 Instant recognition of basal words				
Consonants and vowels	112 Letter-sound correspondences for consonants	RH 6-7, 10-11			
	113 Letter-sound correspondences for vowels	RH 11-12			
	115a Consonant-sound associations and context for decoding	RH 12-13, RH 14-15	RH 14-15		
Compound words	116 Compound words	MTL 219-220, 243-244	25-26		
	234 Meanings of compound words	MTL 221-222, 244-245	MTL 189-190, 211-212		
Affixes	114 Letter-sound correspondences for affixes: 114a Common inflections	RH 9-10, 13	RH 9-10, 13		
	114b Common suffixes	RH 9-10, 13	RH 9-10, 13		
	114c Common prefixes	RH 9-10, 13	RH 9-10, 13		
	114d Recognition of base words	MTL 20-21, 38-39	MTL 24-25, 45-46		
	114e Possessives (See Skill 216, Punctuation.)	21-22, MTL 108-109, 110-111, 123-125, 125-126, 126-128, 128-129, 145-147, MTL 159-161, 161-162, 162-163, 183-184, 184-185, MTL 352-354, 376-377	MTL 130-132, 132-134, 156-157, 157-159, 309-310, MTL 324-325, 326-327, 350-351		
	115c Common syllables and endings	RH 9-10, 13-14	RH 9-10, 13-14		
	238 Prefixes to determine word meanings	MTL 180-181, 202-203	MTL 174-175, 193-194		
	239 Suffixes to determine word meanings	MTL 182-183, 203-204	MTL 176-177, 194-195		

Word Recognition and Vocabulary Development - Grade 5

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL K	LEVEL L	RTN	
				K	L
Contractions	117 Contractions (See Skill 216, Punctuation.)	21-22, MTL 108-109, 110-111, 123-125, 125-126, 126-128, 128-129, 145-147, MTL 159-161, 161-162, 162-163, 183-184, 184-185, MTL 352-354, 376-377	MTL 130-132, 132-134, 156-157, 157-159, 309-310, MTL 324-325, 326-327, 350-351		
Syllabication and accent	115d Syllabication generalizations	RH 9-10, 13-14, MTL 18-19, 37-38, MTL 20-21, 38-39	MTL 22-23, 44-45		
	131b Stress marks	R 95-99; MTL 79-83	MTL 61-62, 85		
	Related skill: 131a Pronunciation key	R 95-99; MTL 79-83	MTL 61-62, 85		
Context clues	231 Context to get word meanings	MTL 34-35, 60-61, MTL 36-37, 61, MTL 221-222, 244-245	R 63-66; MTL 48-52, MTL 189-190, 211-212		
Dictionary for word meaning or pronunciation	233 Dictionary for word meanings	R 42-47, MTL 40-45	MTL 43-44, 65-66, 135		
	131 Dictionary for pronunciation: 131a Pronunciation key 131b Stress marks	R 95-99; MTL 79-83	MTL 61-62, 85		
Antonyms	232 Synonyms and antonyms	MTL 313-314	MTL 287-288, 310-311		
Synonyms	232 Synonyms and antonyms				
Homonyms					

Word Recognition and Vocabulary Development - Grade 5

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL K	LEVEL L	RTN	
				K	L
Homographs	132 Pronunciations of homographs and/or words with multiple meanings	MTL 92-93, 111-113	MTL 63-64, 86		
	233a Meanings of multiple-entry words	MTL 58-59, 75-77	MTL 43-44, 65-66, 135		
Multiple meanings	231a Familiar multi-meaning word	MTL 34-35, 60-61			
	233a Meanings of multiple-entry words	MTL 58-59, 75-77	MTL 43-44, 65-66, 135		
Specialized meanings	439 Jargon	424-425	370-371		
Technical vocabulary	439 Jargon	424-425			

Oral Reading - Grade 5

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL K	LEVEL L	RTN	
				K	L
Recognition of oral reading as effective means of communication					
Specific purposes for oral reading					
Selection of appropriate material for oral reading					
Enunciation, phrasing, and intonation	121 Pitch, stress, and juncture	MTL 199, 223, 315	MTL 112-113, 134		
	121a Punctuation marks to indicate pitch, stress, and juncture (See Skill 216, Punctuation.)	21-22, MTL 108-109, 110-111, MTL 123-125, 125-126, 126-128, 128-129, 14?-147, MTL 159-161, MTL 161-162, 162-163, 183-184, 184-185, MTL 352-354, 376-377,	MTL 130-132 132-134, 156-157, 157-159, 309-310, MTL 324-325, 326-327, 350-351		
	121b Special type to indicate pitch, stress, and juncture (See Skill 217, SpecialType.)	MTL 354-355, 377-378	MTL 367-368, 383-384		
	121c Context to indicate pitch, stress,	MTL 201-202, 224-225	MTL 114-115, 192-193		

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Reading Rate - Grade 5

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TOPICS OF FOS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL K	LEVEL L	RTN	
				K	L
Recognition of need to adjust rate of silent reading					
Adjustment of rate	3116 Adjustment of rate according to purpose				
	3117 Adjustment of rate according to difficulty of material				
Rereading for different purposes	315a Quick location of information	MTL 337-338, 356	MTL 191-192, 273-274		

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL L	LEVEL M	RTN	
				L	M
Literal and Interpretive Comprehension					
Relation of personal experiences to selections read					
Selection of books at own reading level and in areas of personal interest					
Main ideas	223 Main idea	MTL 154-155, 177-178	MTL 110-111, 127, 352		
	332 Paragraph topics or titles	R 160-165; MTL 139-143	MTL 108-109, 126-127, 224		
	Related skill: 333a Main topics for outlines	R 294-302; MTL 256-262	MTL R 267-277; 226-232		
Details	214 Details	MTL 83-84, 98-99	MTL 73-74, 149, 172, 278		
	Related skills: 333b Subtopics for outlines	R 294-302; MTL 256-262	MTL R 267-277. 226-232		
	333c Details for outlines		MTL R 267-277: 226-232		
Sequence of events	215 Sequence: 215 Order of events	MTL 227-229, 253-254	MTL 221-222, 245		
	215b Clue words	MTL 271-272, 288-289	MTL 261-262, 276-277		
Cause and effect relationships	225 Cause and effect relationships	MTL 251-252, 275-276	MTL 243-244, 264-265		

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Comprehension - Grade 6

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL L	LEVEL M	RTN	
				L	M
Comparisons and contrasts					
Visualization of characters, settings, and events	227 Visualization of story elements	MTL 379-381, 384-385	MTL 364-365, 368-369		
Prediction of outcomes	224 Anticipation and prediction of outcomes	MTL 307-309, 327-328	MTL 292-293, 307-308		
Inferences and conclusions	221 Conclusions, inferences, and generalizations	MTL 249-250, 274-275	MTL 242-243, 263-264		
Figurative language:					
Similes	235a Similes	MTL 207-208, 229-230	MTL 200-201, 222-223, 245-246		
Metaphors	235b Metaphors	MTL 209-210, 230-231	MTL 200-201, 222-223, 245-246		
Personification	235c Personification	MTL 272-273, 289-290	MTL 202-203, 224, 246-247		
Idioms	237 Idioms	MTL 347-348, 369-370	MTL 306-307, 328		
Patterns of organization					
Punctuation marks to assist comprehension	216 Punctuation marks as aides in getting meaning	MTL 130-132, 132-134, 156-157, 157-159, 309-310, MTL 324-325, 326-327, 350-351	20, MTL 122-124, MTL 124-127, 146-147, 148-149, MTL 350-351, 367-368		
Pronoun referents	218a Pronoun referents	MTL 346-347, 369	MTL 262-263, 277-278		
Adverb referents	218b Adverb referents	MTL 346-347, 369	MTL 262-263, 277-278		

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL L	LEVEL M	RTN L	RTN M
Evaluative Reading					
Fact and opinion	321 Fact and opinion	MTL 95-96, 115-116	MTL 89-91, 111		
	Related skills: 322 Evaluation of statements of opinion	MTL 97-98, 116	MTL 91-92, 112		
	2121 Identification of qualifiers		428-431		
Author's point of view and/or purpose	327 Identification of author's purpose(s)				
	Related skill: 326 Recognition of bias		MTL 324-325		
Evaluation of selection's credibility	Related skills: 322 Evaluation of statements of opinion	MTL 97-98, 116	MTL 91-92, 111-112		
	324 Recognition of assumptions		MTL R 155-159: MTL 132-135		
	326 Recognition of bias		MTL 324-325		
	328 Evaluation of author's qualifications	MTL 381-382, 385-386	MTL 365-366, 369-370		
Propaganda techniques	325 Recognition of propaganda techniques		MTL R 362-368: MTL 312-316		

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Word Recognition and Vocabulary Development - Grade 6

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL L	LEVEL M	RTN	
				L	M
Sight vocabulary	118 Instant recognition of basal words				
Consonants and vowels	112 Letter-sound correspondences for consonants	RH 6-7, 10-11, RH 11-12			
	113 Letter-sound correspondences for vowels	RH 12-13			
	115a Consonant-sound associations and context for decoding	RH 14-15	RH 14-15		
Compound words	116 Compound words	25-26			
	234 Meanings of compound words	MTL 189-190, 211-212			
Affixes	114a Sounds of common inflections	RH 9-10, 13	RH 9-10, 13		
	114b Sounds of common suffixes	RH 9-10, 13	RH 9-10, 13		
	114c Sounds of common prefixes	RH 9-10, 13	RH 9-10, 13		
	114d Recognition of base words	MTL 24-25, 45-46	MTL 18-20, 38-39		
	115c Common syllables and endings	RH 9-10, 13-14	RH 9-10, 13-14		
	238 Prefixes to determine word meanings	MTL 174-175, 193-194	MTL 143-145, 170-171		
	239 Suffixes to determine word meanings	MTL 176-177, 194-195	MTL 145-146, 171-172		
	2310 Base words and word roots to determine meanings	MTL 305-307, 327	MTL 290-291, 307		

Word Recognition and Vocabulary Development - Grade 6

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL L	LEVEL M	RTN	
				L	M
Sight vocabulary	118 Instant recognition of basal words				
Contractions	117 Contractions (See Skill 216, Punctuation.)	MTL 130-132, 132-134, 156-157, 157-159, 309-310, MTL 324-325, 326-327, 350-351			
Syllabication and accent	115d Syllabication generalizations	MTL 22-23, 44-45	MTL 16-18, 37-38		
	131b Stress marks	MTL 61-62, 85	MTL 53-54, 92-93		
	Related skill: 131a Pronunciation key	MTL 61-62, 85	MTL 53-54, 92-93		
Context clues	231 Context to get word meanings: 231b Familiar word with unfamiliar meaning	R 63-66; MTL 48-52	MTL 34-35, 54-55		
	231c Unfamiliar word	R 63-66; MTL 48-52, MTL 189-190, 211-212	MTL 34-35, 54-55, 265		
Dictionary for meaning or pronunciation	233 Dictionary for word meanings	MTL 43-44, 65-66, 135	MTL 51-52, 74-75, 188		
	131 Dictionary for pronunciations	MTL 61-62, 85	See subskills 131a -131b MTL 53-54, 92-93		
Antonyms	232 Synonyms and antonyms	MTL 287-288, 310-311			
Synonyms	232 Synonyms and antonyms				

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Word Recognition and Vocabulary Development - Grade 6

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL L	LEVEL M	RTN	
				L	M
Homonyms					
Homographs	132 Pronunciations of homographs and/or words with multiple meanings	MTL 63-64, 86			
	233a Meanings of multiple-entry words	MTL 43-44, 65-66, 135	MTL 51-52, 74-75		
Multiple meanings	132 Pronunciations of homographs and/or words with multiple meanings	MTL 63-64, 86			
	233 Dictionary for word meanings	MTL 43-44, 65-66, 135	MTL 51-52, 74-75, 188		
Specialized meanings	439 Jargon	370-371	224		
	433a Author's choice or words	195, 434, 461-462	352-353		
Technical vocabulary	439 Jargon	370-371	224		
	433a Author's choice or words	195, 434, 461-462	352-353		
Analogies	226 Analogous relationships		MTL 326-327		

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TOPICS OF POS OBJECTIVES	HOUGHTON MIFFLIN SKILLS/ READY STEPS SKILL AREAS	HOUGHTON MIFFLIN REFERENCES/TYPES OF INSTRUCTIONS			
		LEVEL L	LEVEL M	RTN L	RTN M
Recognition of oral reading as effective means of communication					
Specific purposes for oral reading					
Selection of appropriate material for oral reading					
Enunciation, phrasing, and intonation	121 Pitch, stress, and juncture	MTL 112-113, 134	MTL 168-169, 186-187		
	121a Punctuation marks to indicate pitch, stress, and juncture (See Skill 216, Punctuation.)	MTL 130-132, 132-134, 156-157, 157-159, 309-310, MTL 324-325, 326-327, 350-351	20, MTL 122-124, MTL 124-127, 146-147, 148-149, MTL 350-351, 367-368		
	121b Special type to indicate pitch, stress, and juncture (See Skill 217, Special Type.)	MTL 367-368, 383-384			
	121c Context to indicate pitch, stress, and juncture	MTL 114-115, 192-193	MTL 169-170, 187-188		

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